



ECED 3173 – ESL: Methods and Materials

COURSE SYLLABUS: Fall 2022

INSTRUCTOR INFORMATION

Instructor: Leah Carruth, PhD
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Preferred Form of Communication: **email**
Communication Response Time: within 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks – None. Numerous links and files will be provided within the course.

Course Description

Curriculum, methods and materials for teaching English as a second language.

Competency List

This course will build mastery of the following competency (or competencies):

PPR Standards	Portfolio Family Engagement Plan
Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.	
C Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.	

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i.	Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.	
ii.	Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.	
iii.	Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.	
Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.		
B Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.		
i.	Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.	
ii.	Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.	
iii.	Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.	
EC3		
Domain I Child Development		Portfolio ESL exam
Competency 001 – Foundations of Child Development		
D. Demonstrate knowledge of the specific needs of English learners (ELs) and of practices that build on home language systems to develop academic and social skills.		
Competency 002 – The early learning process		
F. Demonstrate knowledge of the roles of parents/guardians as primary caregivers and informal teachers of children, including factors in the home and community that may affect children's development and learning.		
Competency 003 – Family Engagement		
A. Demonstrate knowledge of how to create meaningful, respectful, and reciprocal relationships for families and how to use family-centered strategies to promote effective, ongoing communication and involvement with families to support young children's learning and social skills and emotional development.		Family Engagement Plan
B. Apply knowledge of skills and strategies for working collaboratively and effectively with families, including families with linguistically and culturally diverse backgrounds, and of how to build positive relationships by advocating for families and by respecting and valuing families' preferences and goals.		
C. Demonstrate knowledge of evidence-based practices that support families in meeting their children's learning benchmarks and provide families with tools to enhance and extend children's learning at home (e.g., home visits by teachers and school staff, consistent in-person and written communication on student progress).		
Domain II – Instructional Setting		
Competency 004 – Social Skills, Emotional Development, and Behavior Support		
E. Demonstrate knowledge of the relationships between communication, behavior, and learning, as well as the ability to use developmentally appropriate and culturally responsive positive behavior strategies, conflict resolution skills, and instructional methods to manage classroom behavior.		
Competency 005 – The Instructional Setting		
D. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all		

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young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).	
Domain III Educating All Learners	
Competency 006 – Differentiation Strategies in Planning Practice	
C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.	Portfolio Book Project
Competency 7: Culturally Responsive Practices	Portfolio Family Engagement Plan Book Project Cultural Story
A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.	
B. Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.	
C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.	
D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.	
E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.	
F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations and strategies.	
Science of Teaching Reading	
Domain I - Reading Pedagogy	Portfolio Family Engagement Plan
Competency 001 – Foundations of the Science of Teaching Reading	
A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.	
B. Demonstrate knowledge of the Texas Prekindergarten Guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5).	
H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5);	

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making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.	
J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.	
K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.	
M. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Response to Intervention [RTI]), including basic components of these models (e.g., using research-based interventions, progress monitoring, shared responsibility and decision making).	
N. Recognize that individual variations in literacy development occur and may require additional support and monitoring in the early childhood education classroom and warrant in-depth evaluation and/or collaboration with other professionals, if growth is not achieved through classroom interventions.	
P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).	
S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.	
Competency 002 – Foundations of Reading Assessment	
D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.	
Domain II – Reading Development	Portfolio Book Project
Competency 003 – Oral Language Foundations of Reading Development	
A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity).	
B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.	
C. Demonstrate knowledge of the continuum of oral language development as described in the <i>Texas Prekindergarten Guidelines</i> and the TEKS for ELAR (Kindergarten through Grade 5), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing young children with frequent, repeated, incremental	

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exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal.	
D. Recognize that individual variations in oral language development occur and that speech or language delays require additional support and monitoring in the early childhood education classroom and may warrant in-depth evaluation and/or collaboration with other professionals, if improvement is not achieved through classroom interventions.	
G. Demonstrate knowledge of the interrelationships between oral language and literacy development and various ways in which oral language provides a critical foundation for reading skills and comprehension development, particularly for young children at the emergent and beginning stages of reading development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).	
H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).	
I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English Learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).	
J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.	
K. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).	
L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in oral language development, including in sentence and grammatical structures, in order to address the assessed needs of all students.	
Competency 004 – Phonological and Phonemic Awareness	Portfolio Book Project Articles
I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.	
Competency 005 – Print Concepts and Alphabet Knowledge	

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J. Demonstrate understanding that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and that English learners' literacy development in English is affected by these factors.	
Competency 006 -- Phonics and Other Word Identification Skills	Portfolio Book Project Articles
L. Recognize that a student's home language or language variety may not include all the sounds or sound sequences used in standard English and that English learners and speakers of various dialects or regional styles of English may require additional support in order to perceive, produce, read, or spell certain phonics elements (e.g., consonant clusters) or inflectional endings.	
Domain III – Reading Development – Comprehension	Portfolio
Competency 009 – Vocabulary Development	
E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.	
Competency 010 – Comprehension Development	
C. Demonstrate knowledge of factors affecting reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type; specific text characteristics).	
K. Demonstrate knowledge of the importance of balancing young children's exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society.	
Domain IV – Analysis and Response	
Competency 013 – Analysis and Response	
G. Using sound reasoning and knowledge of reading comprehension, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in reading comprehension.	
ESL Supplemental Standards	Portfolio
Competency 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.	
Competency 002: The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.	
Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.	
Competency 004: The ESL teacher understands how to promote students' communicative language development in English.	
Competency 005: The ESL teacher understands how to promote students' literacy development in English.	
Competency 006: The ESL teacher understands how to promote students' content- area learning, academic-language development and achievement across the curriculum.	
Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.	
Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs.	

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Competency 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.	
Competency 010: The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.	
English Language Proficiency Standards	
http://ipsi.utexas.edu/EST/files/standards/ELPS/ELPS.pdf	

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Must be able to use Microsoft and Google Suites.

Instructional Methods

This is an online Competency Based Education (CBE) course. Learning activities include assorted reading and videos, discussions, quizzes, pre and posttests, and a final project.

Pretest

The Pretest for this course assesses your knowledge of English Learners and instructional strategies. The Pretest also assesses your knowledge of family relations and standards associated with English Learners.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course.

Portfolio

Your final project for the course is an EL Portfolio, which will include exploration of standards and laws, lesson activities, lesson plan development, and teaching and reflection of a lesson to a child.

Multicultural Book Project

You are required to select and read one multicultural children's/youth book during the semester (approved by the professor). This should also be a book that you believe will inspire/encourage ESL students to overcome language and cultural barriers. You need to present the book in class including the following areas:

- • Summary of the book with an explanation of the author and illustrator
- • Explanation of 3 outside critiques of the book
- • Which groups/individuals are included in the book? How are they represented?
- • How could this book be used in the classroom for content area instruction?
- • How would this book be a motivator in reading activities for ELLs?

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You will present your project using a form of technology. Your presentation must be 5 minutes long.

Culturally Responsive Teaching Paper

You will write a paper reflecting upon your own biases and your understanding of culture's influence in a classroom setting, both yours and the students' culture.

ESL Supplemental Exam

You will take a practice ESL Supplemental Exam through Certify Teacher during the last module.

English Learners Reflection Paper

Upon Reading articles and watching informative videos, you will complete a reflective paper on who English Learners are and what considerations we must take in order to be effective teachers for English Learners.

Quiz

You will complete an assessment in each module. It is a great opportunity to review what you learned in each module. These assessments must be passed at an 80% or higher to demonstrate competency. The quizzes will not open until all assignments from the module have been completed.

If you score less than 80% on the assessment, you will have an opportunity to review course material and re-take the Module assessment. If you have not passed the Module assessment in three tries, you will work with an Instructor Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required in all modules.

Each module assessment will consist of multiple choice, true/false, and short answer questions. They will each be worth 100 points and be able to be taken no more than three times each. You must make at least an 80 on each assessment in order to successfully complete the course.
Student Responsibilities

Student Responsibilities or Tips for Success in the Course

To be successful in this course, plan to spend at least **90** hours to read/listen to online content, post discussion responses, complete assignments, and study the course material.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F = 70%-79% or Below”

Assessments

Performance-Based Final Project – *EL Portfolio*

For this project you will evaluate standards and laws associated with English Learners. You will explore research-based learning activities and strategies and develop a lesson plan. Lastly, you will teach one lesson and reflect upon that lesson.

The Final Project for this course assess your overall knowledge of the learning outcomes for this course.

A score of 80 percent or higher on both the Posttest and Final Project is required to demonstrate competency.

If the 15-week term ends and you do not complete all competencies, you will receive a grade of "F" and be required to complete the remaining competencies in the next term.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). Below are technical requirements and associated system check.

[D2L Technical Requirements](#)

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college

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cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

ACCESS AND NAVIGATION

You will need your user name and password to log into the course. If you do not know your user name or have forgotten your password, contact helpdesk@mwsu.edu. For more information on the MSU's IT services, see [Information Technology](#).

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor Coach.

Technical Support

If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact [Distance Education](#). Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Expect responses to email within **24** hours and feedback on your final project within **48** hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

In order to demonstrate competency you must achieve 80% or higher on each required competency assessment (quizzes) and the Final Project.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

Students are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, social justice, respect, community, and responsibility. When members of the MSU community fail to exemplify these values, campus conduct proceedings are used to assert

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and uphold the Student Code of Conduct. The Code of Student Conduct is described in detail in the [Student Handbook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Electronic Network Access

Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See [Student Handbook](#) for specific policies on electronic network access.

Academic Dishonesty

Students at MSU are expected to maintain high standards of integrity and honesty in their scholastic work. For more details and the definition of academic dishonesty see the [Student Handbook](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of

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acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Nondiscrimination Notice

MSU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

MSU is committed to providing a safe and secure learning, working, and living environment for students, faculty, staff, and visitors, and to respecting the right of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on MSU's campus premises except in locations and at activities that are prohibited. The carrying of any handgun by an unlicensed person or the open carry of a handgun is not permitted in any place on MSU's campus premises. For more information on Carrying Concealed Handguns, see the [Student Handbook](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and

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federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

COURSE OUTLINE

COURSE OUTLINE/CALENDAR		
Module Topic	Materials to Read and Review	Assignments
PRETEST	NO REVIEW NEEDED	COMPLETE ON FIRST DAY
M1 – Knowledge of Self	Cultural Communication styles Implicit Bias Culturally Responsive Teaching What is Culturally Responsive Teaching Video	Write culturally responsive teaching paper Module 1 Quiz
M2 – EL Students	NCTE Policy Brief LPAC Terms to Know Laws Associated with EL students. Who are EL students. What it feels like to be an ELL student.	Paper about EL students Module 2 Quiz
M3 – Family Engagement and Language Development	Asset- Based Approach to Curriculum What is Oral Language? Multicultural Literature Guidelines TED talk video	Family Engagement Plan Multicultural Book Project Module 3 Quiz
M4 – Standards	ELPS Texas Education Code Texas Administrative Code	Portfolio Sections 1 and 2 Module 4 Quiz

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<p>M5 – Planning Instruction for EL Students</p>	<p>Portfolio Sections 3 and 4</p>	<p>Portfolio Completion Module 5 Quiz</p>
<p>Module 6 – ESL Supplemental Test</p>	<p>Supplemental Test</p>	<p>Take Supplemental test through Certify Teacher</p>
<p>POSTTEST (if applicable)</p>	<p>REVIEW ALL NECESSARY MODULES</p>	<p>COMPLETE BEFORE FINAL DAY 5:00PM (80 points or higher)</p>
<p>FINAL PROJECT</p>	<p>EL Student Portfolio</p>	<p>REQUIRED ASSIGNMENT:</p> <ul style="list-style-type: none"> · Create the final portfolio for EL students. This is a combination of modules 4 and 5. · Send the portfolio to the instructor for feedback · Place into e-Portfolio upon successful completion, as directed by instructor.

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