

# ELL Lesson Plan Revision Assignment

## Ohio Wesleyan University

### Education Department

**Purpose:** This assessment is designed to assess your ability to incorporate research-based instructional and assessment strategies into lesson plans so as to meet the needs of all learners, particularly those whose first language is not English

**Overview:** You will first analyze how a previously taught lesson does or does not provide accommodations for ELL (English Language Learner) students. Then, you will revise your lesson plan, adding modifications/ accommodations for ELL Students. Finally, you will write a rationale for how these modifications/accommodations will support learning and engagement for ELL students while also providing for the needs of the entire class.<sup>1</sup>

**Timeline:** The assessment is completed during EDUC 377: *Content Area Literacy* or EDU 352: *Corrective Reading* (depending on your licensure program). We will provide you with feedback on your competence in developing lessons that support learning for ELL students. We expect you will then be able to successfully apply the understandings you gain from this assignment in student teaching as well as in your future classrooms.

**Scoring:** You must score a minimum of “Adequate” on every category of the rubric to successfully demonstrate mastery on this assessment. The faculty member associated with the course in which you complete this assignment will score your submission and provide written feedback regarding the strengths and weaknesses of your skills in this aspect of teaching. Any score below Adequate will require you to redo the assessment (revise the comments on accessibility, rethink the new plan, rewrite the rationale, or redo all parts of the assignment) until you achieve a satisfactory score. **Scores below the minimum requirement after three attempts will prompt a meeting between the candidate, professor, and any other relevant persons to discuss the viability of the candidate’s continuation in the program and/or development of a written plan for improvement.** It is highly recommended that you meet with the course instructor to discuss how you can improve your submission before you resubmit.

## Directions

[1] **Analysis:** Please select a lesson that you designed and taught during field experience that was rich in content and provided for high student engagement. First consider the English proficiency of your ELL students. Then analyze the lesson as it is currently planned, considering its accessibility (or lack of accessibility) for ELL students. Identify where ELL students might have difficulty with the lesson’s content, presentation, learning tasks, or assessments. You must use an electronic comment feature to

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<sup>1</sup>Colorin Colorado! (2017). How to develop a lesson plan that includes ELLs. Retrieved from <http://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells>. Accessed 6/20/17;

Haynes, J; Zacarian, D. (2017). Chapter 2: Lesson planning to ensure optimal engagement of ELLS. In Haynes, J; Zacarian, D. *Teaching English language learners across content areas*. Retrieved from <http://www.ascd.org/publications/books/109032/chapters/Lesson-Planning-to-Ensure-Optimal-Engagement-of-ELLs.aspx>

record these comments. **(For information on how to use comment and track changes features, please see the Education Department website in the “Resources” section.)**

[2] **Revision of Instruction/ Assessment:** Then revise the lesson in ways that will make the content, learning tasks, presentation, and assessments more accessible to the entire class, but particularly the ELL students. Indicate exactly which supports you added, as well as how you changed instruction (materials and presentation), and/or assessment strategies to meet the needs of your ELL students while also ensuring all students learn the content. You are expected to refer to class notes and readings on using research-based strategies for instructional planning so as to effectively support learning for ELL students as well as all students.

Consider the following questions during the revision process:

- How will I use my students’ cultural, linguistic, and social background in planning for instruction that is accessible to all students?
- How will I make my spoken language more accessible?
- How will I provide opportunities for all students to practice spoken and written language throughout the lesson?
- How will I provide opportunities for all students to use academic language so that it is meaningful and memorable?
- How will I encourage reluctant participants to practice their English?
- How will I make texts more readable for all students but particularly those whose first language is not English?
- How will I make grade-level content accessible to ELL students while maintaining the integrity of the content?
- How will I modify assessments so all students are able to adequately demonstrate what they have learned?

[3] **Rationale:** Write a rationale explaining how the changes to your lesson will help all students, but particularly the ELL students, understand the lesson and more fully interact with peers while still maintaining the integrity of the content. You are expected to refer to research on planning and implementing lessons for ELL students to support the changes you have suggested. You have studied these strategies in your methods classes. **However, if you need more information on specific studies that identify research-based practices that support the learning of ELL students, see the department website under “Resources” for relevant research studies at various grade levels.**

**A link to correct APA format for citing research is also located on the Education Department website in the “Resources” section.**

**Your completed assignment should include THREE parts combined into one PDF:**

- 1) Your original lesson, with annotations and all related materials. (1 above).
- 2) Your revised lesson plan and all related materials (2 above)
- 3) The written statement explaining your changes (3 above).

## **Standard Connections:**

- OWU Learning Outcomes 1-5;8-10; Diversity 5
- OSTP 1-5
- InTASC 1-8
- CAEP 1

# Rubric for ELL Lesson Revision Assignment

## Rubric Glossary:

**ELL student:** an individual who is in the process of actively acquiring English and whose primary language is one other than English.<sup>2</sup>

**Linguistic competence:** competence in using a spoken and written language system clearly and skillfully as well as understanding the nuances (i.e. slang, figurative language, colloquial expressions, etc.) of that language system.

**Culture:** the customs, beliefs, social practices, and conventions of a racial, religious or social group.

**Analysis:** using a systematic process of exploring issues, pedagogical practices, and/or developmental characteristics of students through the collection and thoughtful consideration of evidence that results in informed conclusions or judgments.

**Accessibility of a lesson:** the extent to which a student can access content, materials, procedures, and assessment tasks so as to optimize learning.

**Accommodations for ELL students:** changes in a lesson that increase equitable access to learning and assessment for ELL students.

**Citing evidence:** using correct APA format, referring to research that supports one's conclusions.

	<b>EXCELLENT:</b> Exceeds Expectations (4)	<b>PROFICIENT:</b> Meets Expectations (3)	<b>ADEQUATE:</b> Partially Meets Expectations (2)	<b>UNSATISFACTORY:</b> Needs Focused attention (1)
<b>Analysis of Original Lesson</b> (OWU 1-5, 8-10; CAEP 1; InTASC 1,2; OSTP 1-5)	Analysis of original lesson is detailed and specific, addressing its accessibility and/or inaccessibility to learning for ELL students. AND Learning objectives, instruction, (materials and procedures) and assessment strategies are all analyzed regarding how each might limit or support accessibility to learning for ELL students.	Analysis of original lesson generally addresses its accessibility and/or inaccessibility to learning for ELL learners. AND two of the following lesson components are analyzed: learning objectives, instruction (materials and procedures), and assessment strategies as to how each might limit or support accessibility to learning for ELL students.	Analysis of original lesson is vague and/or lacking specific examples in its discussion of the lesson's accessibility or inaccessibility to learning for ELL students. AND One of the following lesson components are analyzed: learning objectives, instruction (materials and procedures), or assessment strategies as to how it limits or supports accessibility to learning for ELL students.	Analysis is missing. None of the lesson components are analyzed.
<b>Revised Lesson: Instructional Strategies</b> (OWU 1-5, 8-10; OWU Diversity 5; CAEP 1; InTASC 1,2,8; OSTP 1,2, 4, 5)	Revised materials and procedures in revised lesson plan comprehensively address the cultural, linguistic, and social needs and characteristics of ELL students AND the grade level expectations for the content to be taught.	Revised materials and procedures in revised lesson plan appropriately address, the linguistic, and social characteristics of ELL students AND grade level expectations for the content to be taught.  The lesson encourages use of	Revised materials and procedures in revised lesson plan attempts to address one of the following characteristics of ELL students: linguistic or social. May or may not address grade level expectations of content to be taught.  The lesson encourages use of English through one activity	Revised materials and procedures in revised lesson plan do not account for any linguistic, or social characteristics of ELL learners or may not be modified at all. AND Do not or minimally address grade level expectations for content to be taught.

<sup>2</sup>Baardack, S. (April, 2010). Common ELL terms and definitions. *English Language Learner Center: American Institutes for Research*. Retrieved from [http://www.air.org/sites/default/files/downloads/report/NEW\\_-\\_Common\\_ELL\\_TERMS\\_AND\\_DEFINITIONS\\_6\\_22\\_10\\_0.pdf](http://www.air.org/sites/default/files/downloads/report/NEW_-_Common_ELL_TERMS_AND_DEFINITIONS_6_22_10_0.pdf)

	The lesson encourages use of English through several of the following activities such as: purposeful peer interactions, structured group discussions, writing, meaningful vocabulary work, and engaging content throughout the lesson.	English through at least two of the following activities such as: purposeful peer interactions, structured discussions, writing, meaningful vocabulary work, and engaging content through most of the lesson.	planned sporadically throughout the lesson—such as purposeful-peer interactions, discussions, writing, vocabulary work, and engaging content.	The lessons do not address the use of English through any of the activities.
<b>Revised Lesson: Assessment Strategies</b> ( <i>OWU 1-5, 8-10; OWU Diversity 5; CAEP 1; InTASC 1,2,6; OSTP 1-4</i> )	Revised assessment strategies address the cultural, linguistic, and social characteristics, competencies, or needs of ELL students.  Revised assessment strategies measure learning of all students continuously through the entire lesson and at its conclusion.  Assessment strategies are appropriate for the content being taught and allow for multiple ways to demonstrate understanding.	Revised assessment strategies address the linguistic and social characteristics, competencies or needs of ELL learners.,  Revised assessment strategies measure learning of all students through most of the lesson as well as at its conclusion.  Assessment strategies are appropriate for the content being taught.	Revised assessment strategies address either linguistic or social characteristics, competencies or needs of ELL learners.  Revised assessment strategies measure learning of most students sporadically through the lesson but mostly at its conclusion.  Assessment strategies are somewhat appropriate for the content being taught.	Assessment strategies may not be revised or if are, do not address the linguistic or social characteristics, competencies, or needs of ELL students.  Assessment strategies only measure learning at the conclusion of the lesson. Assessment strategies do not address the needs of all students.  Assessment strategies are not appropriate for the content being taught.
<b>Rationale for Revisions</b> ( <i>OWU 1-, 8-10; OWU Diversity 5; InTASC 9; CAEP 1</i> )	Rationale for revised accommodations is explicit, coherent, well-articulated, and features connections to specific, cited research.	Rationale for revised accommodations is coherent, well-articulated, and provides general connections to research.	Rationale for revised accommodations provides very limited connections to research (e.g., name-dropping, “Research says...”)	Rationale for revised accommodations provides no connections to research.

**Candidates must meet all criteria in each category to receive the score for that category. Candidate must score “Adequate” or higher in all categories or the assignment must be redone.**