

Berry College
Charter School of Education and Human Sciences
EDU 495

Course Title: Teaching English as a Second Language (Math): Methods and Materials

Credit Hours: 3

Instructor:

Office:

Office Hours: TBA

Phone:

Email:

Term: 2014 Fall Day and Time of Course: M, W: 2-3:15PM

Course Meeting Location: Cook 134

Course Description: Application of second language acquisition theory and cultural knowledge to curriculum and instruction; application of sheltered instruction components and indicators. Classroom opportunities for students to gain experiences with ESOL students across age and proficiency levels. Supervised field experience with limited English-proficient students required. (3 credit hours)

Purpose of the Course: This course provides an introduction to curricula, methods, and materials for teaching English to speakers of other languages (TESOL), especially in the Math area. The course is designed to assist candidates in the development and use of current information on linguistic and cognitive processes and experiential and interactive activities for English learners in order to apply content-based ESOL approaches to instruction. In addition to knowledge and skills in teaching English learners, the course also aims at helping candidates develop appropriate dispositions in TESOL.

Text & Resources

Wright, W. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice*, Philadelphia, PA: Caslon Publishing.

The textbook has a companion website: Error! Hyperlink reference not valid.. Please register an account to this class section (EDU495A).

Other articles will be posted on VikingWeb.

Candidate Learning Outcomes

The candidate will demonstrate competencies and skills required of an ESOL professional through classroom instruction, independent assignments, and field experience.

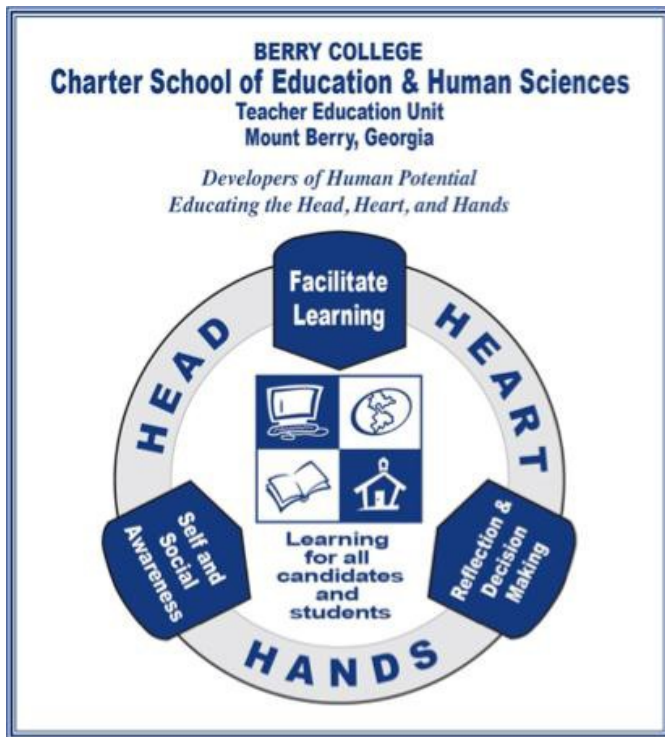
- a. Understand first and second language acquisition processes and second language theories behind different second language approaches. (INTASC 1, 2, 4)
- b. Understand and apply cultural knowledge to curriculum and instruction. (INTASC 1, 2, 4, 5)
- c. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ESL students. (INTASC 5, 8)
- d. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account basic interpersonal communicative skills and cognitive academic language proficiency skills as they apply to the ESOL curriculum. (INTASC 2, 5, 7)
- e. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results. (INTASC 3, 9)
- f. Design and implement effective lesson plans that meet the needs of ESOL students within the context of the regular classroom. (INTASC 7)
- g. Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas. (INTASC 4, 7, 8)
- h. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. (INTASC 3)
- i. Use formal and alternative methods of assessment of LEP students, including measurement of language, literacy, and academic content metacognition. (INTASC 6)

Berry College's Conceptual Framework

Conceptual Framework

We believe that teachers are “Developers of Human Potential.” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach

to reach their full potential by developing their head, heart and hands. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who 1) Promote Reflection and Decision Making (head), 2) Facilitate Learning (hands), and (3) Enhance Self and Social Awareness (heart). Each of these dimensions is tied to one or more of the 10 program principles and is demonstrated by our candidates in the coursework, field and clinical experiences.



INTASC Standards

INTASC-2011.1

Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2011.2

Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2011.3

Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

INTASC-2011.4

Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2011.5

Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INTASC-2011.6

Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

INTASC-2011.7

Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2011.8

Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

INTASC-2011.9

Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

INTASC-2011.10

Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Assessment

Candidates will demonstrate a satisfactory level of competency as assessed by the pre-designed rubrics (available to candidates) in the following projects.

Assignments/Projects:

Participation: 10%

Punctuality is an absolute necessity for teachers. A proportionate penalty for excessive unexcused tardiness or leaving class early may be assessed. As a courtesy to the instructor and to avoid these penalties, please let me know before class if you need to leave early.

You are expected to read all readings before they are presented and discussed in class. I recommend you set a specific time each week to focus on the readings for this class. Your **active participation** in class is expected (**10%**). Your participation includes finishing reading and project assignments on time, careful and thoughtful reflections, active participation in presentations, classroom activities, and discussions, and responsible behavior in group work. Also, **please do not use any electronic devices (i.e., cell phone, Ipad, Ipod, laptop)** during class time because it may distract the instructor as well as your course mates.

CLASS PARTICIPATION RUBRIC AND GUIDE

Points	10	8	5	1
Peer interaction	Actively supports, engages, and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared (ongoing)	Preparation is inconsistent	Rarely or never prepared
Participation	Plays an active role in discussions (ongoing) Participates constructively in	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Comments vague if given; frequently demonstrates lack of interest

	discussions (ongoing)			
Contribution to Class	Comments advance level and depth of dialogue	Relevant comments are based on assigned material	When prepared, relevant comments are based on assignments	Demonstrates a noticeable lack of interest on occasion

Culturally Responsive Teaching (20%)

You will design a CRT brochure to demonstrate culturally responsive teaching (see details in the instructional sheet on VikingWeb).

ESOL Student Case Report (40%)

Candidates will collect data and complete a cultural narrative of a particular ESL student. The narrative is composed based on the following data collected from the field placement (All detailed rubrics and instruction sheets are downloadable from Viking Web.):

1. ESL student profile and his/her social learning environment (e.g. school's demographic information) (5%)
2. Informal Language assessment (20%)
 1. SOLOM oral language assessment
 2. Running-record and Think-aloud reading assessment
 3. Writing sample analysis
3. Classroom observations (5%)
4. Field placement reflection (10%)

At the end of the semester, you will keep all parts of the case report in an organized folder and turn it in for the final grade.

SIOP Lesson Plan (20%) and SIOP Lesson Plan Presentation (10%)

Details will be provided and posted on the Vikingweb.

Evaluation Components and Grading Scale:

All assignments and their due dates are clearly indicated on the class schedule (see below). Detailed guidelines for each assignment are included on this syllabus or on the VikingWeb. Partial credit may be given for late work. However, arrangements must be made if you are unable to complete an assignment by the due date. ***In order to receive a grade for this class, all assignments must be completed and turned in.*** Candidate assignments will be evaluated using rubrics developed for individual assignments. A=95-100, A-=90-94.9, B+=86-89, B=84-86, B-=80-83, etc.

Grading System

Participation	10%
CRT	20%
ESOL student case report	40%
SIOP Lesson	20%
SIOP Final Presentation	10%
Total	100%

Course Signature Assessment

ESOL Student Case Report (40%)

Candidates will collect data and complete a cultural narrative of a particular ESL student. The narrative is composed based on the following data collected from the field placement (All detailed rubrics and instruction sheets are downloadable from Viking Web.):

1. ESL student profile and his/her social learning environment (e.g. school's demographic information) (5%)
2. Informal Language assessment (20%)

1. SOLOM oral language assessment
 2. Running-record and Think-aloud reading assessment
 3. Writing sample analysis
3. Classroom observations (5%)
4. Field placement reflection (10%)

At the end of the semester, you will keep all parts of the case report in an organized folder and turn it in for the final grade.

Methods of Instruction

Topics will be presented using a variety of approaches, including individual meetings, teaching demonstrations video analysis, case studies, field experiences, and reflections.

Special Requirements

Paper, project, examinations, or other with date of submission. **All** assignments or activities that will impact the candidate's grade should be noted here. Use of scoring criteria and/or rubric should be indicated where applicable.

Attendance Requirements

It is expected that you be in attendance, prompt, and prepared. You are expected to notify the instructor if you will be absent and arrange to make up any assignments. It is the candidate's responsibility to obtain and complete any missed work. Late assignments will not be accepted except in exceptional circumstances with documentation. Tardiness will affect your final grade.

Academic Policy and Procedures

Academic Integrity is the foundation of college life and experience at Berry. All members of the Berry College community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor. In no case will academic dishonesty be tolerated. In the event a faculty member suspects an instance of academic dishonesty, the faculty member should:

- Discuss the suspected infraction directly with the student(s) involved. At the faculty member's or student's discretion, the school dean, department chair or a faculty colleague may be present during this discussion as a witness.

- Make copies of relevant materials before returning them to the student(s) for any approved amendment or revision.
- Discuss the suspected infraction and the documented evidence with the department chair, dean or a colleague if collegial advice is desired. In all such cases, the privacy of the student(s) involved must be protected.
- Make a decision based on the evidence and determine appropriate sanctions; sanctions may include warning the student, or reducing an assignment, exam, or course grade; if sanctions are imposed, discuss these and the appeals process with the student.
- If a student is found to have violated academic integrity policy, **the Provost should be notified** in writing (www.berry.edu/provost). This document should include: information about the course, the faculty involved, and the student(s) involved; the time and date of the incident, and a description of the incident and any evidence that indicates an infraction of academic integrity; any sanctions imposed by the faculty member in response to this incident; and a confirmation that the faculty member has discussed with the student the incident, any sanctions imposed, and the student's right to appeal the faculty member's decision.

Academic dishonesty includes, *but is not limited to*, the following: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting:

- Cheating: using or providing unauthorized information or aids on any examination or other graded assignment; altering a graded work prior to its return to a faculty member; doing another's work or allowing another person to do one's work, and submitting it for grading;
- Unauthorized Collaboration: working with another person on a project, assignment, examination, tests, or quiz, unless collaborative work has been stipulated by the instructor;
- Plagiarism: submitting material that in part or whole is not one's own work without properly attributing the source(s) of its content;
- Fabrication: inventing or falsifying information, data, or citations; altering or creating any document or record affecting the grade or academic standing of oneself or others;

- Multiple Submissions: submitting identical or substantially similar papers or course work for credit in more than one course without prior permission of the instructor(s);
- Aiding and Abetting: providing material, information, or other assistance which violates any of the above standards for academic integrity; providing false information in connection with any inquiry regarding “academic integrity”;

Students seeking to appeal the sanction concerning academic integrity may appeal to a subcommittee consisting of equal numbers of faculty and students of Academic Council that will be convened by the provost or associate provost.

Students who are sanctioned for violating academic integrity policy forfeit the right to withdraw from the class with a grade of “W.”

Academic dishonesty includes, but is not limited to, the following: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. Students are expected to comply with the college’s policies concerning academic integrity. A full description of policies and appeals procedures can be found in the *Viking Code* (p.13). If violation of academic integrity policy is evidenced, the candidate will receive zero on the assignment or be dropped from the course.

Key Dates/Assignments

Tentative Schedule

Date	Topic	Readings and Assignments Due
Aug 25	Course Introduction Part I: ESL Education in GA, the U.S., and other countries. TESOL Standards and GA ESOL Endorsement Standards	
Aug 27	Part II: Language acquisition Second Language Acquisition I *Field Placement	Chapter 2

Sep 3	Second Language Acquisition II	
Sep 8	Part III: Teaching ELs Integration of Language Skills Teach ELs English Speaking and Listening skills	Chapter 6
Sep 15	Vocabulary Development	
Sep 17	Teach ELs Reading & Writing I	Chapter 7
Sep 22	Teach ELs Reading & Writing II	Chapter 8
Sep 24	Part IV: Language Assessments Language Assessment I	Chapter 5
Sep 29	Language Assessment II	
Oct 1	Language Assessment III	
Oct 6	Integrating Technology in ESL Education (Lab I @Cook)	
Oct 8	SIOP Model I: Introduction	
Oct 13	SIOP Model II: SIOP Lesson planning practice	
Oct 15	Integrating Technology in ESL Education (Lab II @ Cook)	
Oct 20	SIOP Lesson Peer-review	
Oct 22	Culturally responsive teaching I	SIOP Lesson plan due
Oct 27	Culturally responsive teaching II	
Oct 29	Integrating Technology in ESL Education (Lab III @ Cook)	
Nov 3	Culturally responsive teaching (CRT) Demo.	CRT due
Nov 5	Teaching Grammar	

Nov 10	Teach ESL students content I: Social Studies/Science/Math	Chapter 9, 10
Nov 12	Teach ESL students content II: Social Studies/Science/Math	
Nov 17	Video Analysis and Discussion I	
Nov 19	Video Analysis and Discussion II	
Nov 24	Class catch-up day	
Dec. 1	The Impact of Educational Policies on ESL students	Chapter 3
Dec 3	Roundtable Discussions on myths of teaching ELs	ESL Case Report DUE
Final (TBA)	SIOP Lesson Plan Presentation	

Code of Ethics

Effective June 15, 2009

505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

(c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

(e) “Revocation” is the invalidation of any certificate held by the educator.

(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.

(g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) **Standard 1: Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20,

16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student under the educator's supervision or control (including but not limited to the educator's residence) to consume alcohol, or illegal/unauthorized drugs.

(c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs;
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc); and

3. failing to monitor and/or prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including requests for compensation based on fraudulent, purchased or plagiarized degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts;
5. using school property without the approval of the local board of education/governing board or authorized designee; and

6. using school system property for personal gain.

(f) Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

2. sharing of confidential information restricted by state or federal law;

3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Abandonment of Contract - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) Standard 9: Required Reports - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission.;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) Standard 10: Professional Conduct - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function

professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) **Standard 11: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);

2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GAPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

See <http://www.gapsc.com/Ethics/>.

Disposition Assessment Requirement

Completion of this course may require the submission of a Disposition Assessment. The professor will notify you if you are required to complete this assessment.

Candidates are required to submit disposition assessments at various intervals throughout their programs of study. Disposition Assessments help determine whether candidates exhibit the behaviors, ethics, and attitudes expected of a professional educator.

Technology Requirements

Indicate course activities and learner outcomes in which candidates use information technology to support teaching and learning, and facilitate student (K-12) learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

Field Experience/Clinical Practice Requirements

Candidates are required to complete 15 hours of **field experience** at an assigned school. Hours will be spread across the semester to apply content we address in our class to the field setting.

Use of Student Work

All teacher education programs in the state of Georgia undergo periodic reviews by accreditation agencies and the state education department. For these purposes samples of student work are made available to those professionals conducting the review. Student confidentiality is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Accommodations

Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Memorial Library (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Students who believe they may need tutoring in this class should contact me as soon as possible so that arrangements may be made with the Academic Support Center to provide a tutor.

Bibliography

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Bayley, R. (2004). Linguistic diversity and English language acquisition. In E. Finegan & J. Rickford (eds.), *Language in the USA: Perspectives for the 21st Century*. Cambridge: Cambridge University Press.

Carrasquillo, A. L., & Rodríguez, V. (2002). *Language minority students in the mainstream classroom* (2nd ed.). Tonawanda, NY: Multilingual Matters Ltd.

Ernst, G. (1994). Beyond language: The many dimensions of an ESL program. *Anthropology & Education Quarterly*, 25(3), 317-335.

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