

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department EXCEPTIONAL STUDENT EDUCATION College EDUCATION <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix EEX Number 6849	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> Internship	<b>Course Title</b> GRADUATE TEACHING PRACTICUM
<b>Credits</b> <i>(Review Provost Memorandum)</i> 1	<b>Grading</b> <i>(Select One Option)</i>  Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> Graduate Teaching Practicum is an advanced skills practicum for graduates to be taken before Internship, but after EEX 5841. In this course students will teach students with disabilities and receive feedback on their instruction. This course requires a minimum 60 hours in a field placement.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Spring 2018			
<b>Prerequisites</b> Successful completion of EEX 5841 and EEX 6247		<b>Corequisites</b> Successful completion of EEX 6767	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> Department of Exceptional Student Education Graduate Practicum Handbook	
<b>Faculty Contact/Email/Phone</b> Michael Brady, Ph.D. mbrady@fau.edu 561-297-3281		<b>List/Attach comments from departments affected by new course</b> All departments in College of Ed were consulted; comments are attached.	

<b>Approved by</b> Department Chair <u>Michael Brady</u> College Curriculum Chair <u>P.R. P.</u> College Dean <u>Valerie Pistor</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> 11/16/17 11/22/17 11/27/17 _____ _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**GRADUATE COLLEGE**

**DEC 07 2017**

Received

Dr. Brady,

There are no direct conflicts for the Department of Teaching and Learning.

Good luck!

Barbara

Barbara R. Ridener, Ph.D.  
Chair and Associate Professor  
Department of Teaching and Learning  
Florida Atlantic University

\*\*\*\*\*

No conflict from CCEI.  
Thanks,  
Dilys



Dilys Schoorman, Ph.D.  
Professor and Chair  
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<http://www.coe.fau.edu/faculty/dschoorm/>

Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref+ts&fref+ts>

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From Michael Whitehurst: Exercise Science & Health Promotion

Mike,  
No conflict with ESHP.  
Mike

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Dear Dr. Brady,

**GRADUATE COLLEGE**

**NOV 28 2017**

Received

**Thank you for giving me an opportunity to review your new course and course change. The courses do not duplicate anything taught in the Communication Sciences and Disorders graduate program.**

**Good luck and success going forward.**

**With kind regards,  
Deena Louise Wener**

**Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor & Chair  
Department of Communication Sciences and Disorders  
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**561-297-2259  
[wener@fau.edu](mailto:wener@fau.edu)**

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From Paul Peluso: Counselor Education:

No conflicts with Counselor Ed.

Paul

Sent from my iPhone

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Chairs – The ESE Department has designed our graduate instructional methods course in ESE for students in our master’s degree program. I’m attaching some information for your review The revision includes:

1. Revision of our practicum (course title) EEX 5841
2. Revision of our methods courses (course title and tasks) EEX 6247
3. New course (2d methods course) EEX 6767: Instructional Design in Special Education
4. New course (2d practicum) EEX 6849 Graduate Teaching Practicum

I’m attaching the syllabi for the two new courses, and the Change Forms for the existing courses. If you agree that the changes and the new courses do not conflict with the courses or programs in your departments, will you please send me a note to that affect at your earliest opportunity?

Thank you!  
MB

Michael P. Brady, PhD

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Department of Exceptional Student Education  
 College of Education  
 Florida Atlantic University

**Instructor:**  
**Phone:**  
**Office Hours:**

**Office:**  
**E-mail:**  
**Class Day/Time:**

**COURSE NUMBER: EEX 6849**

**1 CREDIT**

**COURSE TITLE: GRADUATE TEACHING PRACTICUM**

**CATALOG DESCRIPTION:**

The Graduate Practicum in ESE, at Florida Atlantic University is an advanced skills practicum for graduates to be taken before Internship, but after EEX 5841. In this course students will teach students with disabilities and receive feedback on their instruction.

**This course requires a minimum 60 hours in a field placement.**

**PREREQUISITE or COREQUISITE:**

Prerequisite: Successful completion of EEX 5841 and EEX 6247

Co-requisite: EEX 6767 (Instructional Design in Special Education)

**INSTRUCTOR'S DESCRIPTION OF THE COURSE:**

This practicum will provide the master's student with feedback and evaluation about their teaching skills. It is important that beginning teachers receive specific feedback on their teaching, just as it is that their students get specific feedback and specific praise on their behavior. It is difficult for anyone to change their behavior if they don't know what they are doing correctly or incorrectly. So having the opportunity to teach and receive supportive feedback is one way to make a change in teaching behaviors. Even experienced teachers find that supportive feedback helps improve their teaching skills. This practicum will help prepare master's students for their internships, the culmination of this master's program.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by planning and presenting lessons in classrooms that serve ESE students; receiving constructive feedback and modifying their practice and working collaboratively with a clinical educator and university supervisor.

**MATERIALS:**

**REQUIRED TEXTS:**

Department of Exceptional Student Education Graduate Practicum Handbook

**GRADUATE COLLEGE**

**NOV 28 2017**

**Received**

**TECHNOLOGY:**

**E-mail:** Your FAU e-mail address will be used

**Computer:** CANVAS. This course maybe web assisted through the FAU Canvas site. Handbook, forms calendars and some handouts may be available on the website. Go to the website:

<https://sso.fau.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=87D8F9B2A55F3D44F7A24C7FA1558C03?execution=e1s1>

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
  - State of Florida Certification Standards for Exceptional Student Education (ESE)
  - Florida Educator Accomplished Practices (EAP)
  - Florida Subject Area Competencies ESOL (ESOL)
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

**COURSE OBJECTIVES:**

By the end of the course, students are expected to demonstrate beginning level proficiency in the following areas:

- 1) Formulate, implement, and evaluate instructional plans for students at-risk for and with identified disabilities, including plans for students with limited English proficiency. (CEC cc4S3, cc7S7, cc7S10, cc7S11, cc7S13, cc8S6, cc8S8) (ESE 1.3, 3.1) (ESOL D3:S3.3.b, D3:S3.3.i)
- 2) Demonstrate knowledge and skills in the use of specific culturally appropriate behavioral and classroom management methods appropriate to students at-risk for and with identified disabilities. (CEC cc5S1, cc5S4, cc5S5, cc5S10, cc5S11, cc5S12, gc5S6) (ESE 4.3) (EAP a.2.b) (ESOL D1:S1.1.a)
- 3) Demonstrate direct instruction skills in the presentation of content as appropriate for students at-risk for or with identified disabilities, including culturally and linguistically diverse students. (CEC cc7S12, cc9S9, gc4S1, gc4S6, gc7S2 ) (ESE 3.2,3.4) (EAP a.3.g) (ESOL D3:S3.2.k)
- 4) Work collaboratively with other school professionals, parents, and/or family members to facilitate student progress. (CEC cc7S3, cc9S8, cc10S1, cc10S9, cc10S10) (ESE 3.6) (EAP b.1.c ) (ESOL D3:S.2.h)
- 5) Employ effective problem-solving techniques in program implementation for students with disabilities, culturally diverse students, including those with limited English proficiency. (CEC cc9s11, cc10S9, cc10S10, gc5S5) (EAP a.2.a) (ESOL 21)

**COURSE CONTENT:**

Lesson planning and presentation  
 Student assessment and ongoing evaluation  
 Research based teaching practices



Collaborative problem solving and communication  
 Classroom management  
 Time management and Organization

**COURSE REQUIREMENTS:**

**1. CRITICAL ASSIGNMENT: Narrative Observation Feedback Summary Form:**

Practicum students will be evaluated formally by the university supervisor and the cooperating teacher (for a minimum of 7 observations) working together to complete the Narrative Observation Feedback Summary (NOFS). The overall ratings on the NOFS indicators will be used to determine whether the student meets the expectations for the critical assignment. At the mid-term and the end of the semester, both the university supervisor and the cooperating teacher will jointly complete the NOFS.

**2. CRITICAL ASSIGNMENT: Professional Attribute Rubric (PAR):**

As part of the mid-term and the final practicum observation by the university supervisor, the university supervisor and cooperating teacher will conduct a three way conference with the practicum student to discuss the PROFESSIONAL ATTRIBUTE RUBRIC (PAR). This conference is designed to provide the student with an evaluation of the critical professional skills not generally measured by lesson observations. The PAR should be submitted as part of the practicum paperwork. The practicum student should keep these attributes in mind throughout the semester.

**Critical Assignments and Florida Educator Accomplished Practices**

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Master's Degree Program. **For this course, the Educator Accomplished Practices (EAP b.1.a, b.1.d, b.1.e, b2) will be measured by the Narrative Observation Feedback Summary Form and the Professional Attribute Rating, which are the Critical Assignments.** Please read carefully the ESE departmental policy on Critical Assignments.

**ESE Departmental Policy on CRITICAL ASSIGNMENT(S):**

**Assessment criteria:**

A student must earn a **minimum grade of 83%** (for this course 83% or better = a grade of "S") of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignments.

**Remediation policy:**

- If a student has failed to pass the Critical Assignments (either the Narrative Observation Form or the Professional Attribute Rating) with a minimum of 83% of the possible points, the student will receive an "U in the Practicum course and will need to repeat the course. The Field Coordinator in conjunction with appropriate faculty and the student will develop a Professional Development Plan which will

address the deficits and areas of concern indicated during the practicum. **Upon successful completion of the Professional Development Plan within the time frame specified**, the student may continue in the ESE sequence of courses. **If the Professional Development Plan is not successfully passed**, the student will not be allowed to continue in the ESE program. (See Department of Exceptional Student Education policies for directions for PDP).

### **3. SCHEDULE FOR PRACTICUM APPROVED BY CT AND SUBMITTED TO US AND FIELD PLACEMENT COORDINATOR**

This is the very first assignment that students will be responsible for in this teaching practicum. After placement at their practicum site, the student should meet with their CT within the week of placement and working in collaboration with their CT develop a practicum teaching schedule that they will keep throughout the semester. Students are expected to be at their practicum site each week for 4-5 hours per week totaling up to a minimum of 60 hours over the course of the semester.

### **4. PRACTICUM NOTEBOOK:**

The practicum student is expected to keep a field experience notebook throughout the course of the practicum. The Practicum notebook should be with the graduate practicum student when they are at their practicum site and available for the US and CT. It is necessary for the Graduate student to keep this notebook up to date. Included in this notebook will be:

- Site Information Form. See Graduate Practicum Handbook for that form.
- All lesson plans for every lesson taught. Each lesson plan will be initial by the CT/US indicating that it was reviewed by that individual. Lesson plan formats will be shared and discussed in Designing Programs class.
- Feedback from observers; this includes formal and informal feedback from university supervisors and cooperating teacher and practicum student lesson self-evaluations/reflections. Observations forms (NOS) are included in the Graduate Practicum Handbook.
- Practicum attendance log. This documents the dates and times that the student arrived at the school site ready to observe or teach. Attendance log is found in the Graduate practicum handbook.

### **TEACHING METHODOLOGIES:**

The methods used in this Practicum course include mentoring, observation, conferencing, problem solving, and critical thinking. Practicum students will be encouraged to develop essential teaching skills that will help them with students from varied ethnic and cultural backgrounds.

### **ASSESSMENT PROCEDURES:**

<b>Assignment</b>	<b>Points</b>	<b>% of Course Grade</b>
<b>**Narrative Observation Feedback Summary Form</b>	45	45%



<b>**Professional Attribute Rubric (PAR)</b>	45	45%
Practicum Notebook	10	10%
<b>TOTAL</b>	100	100%

### **GRADING (ESE GRADING SCALE):**

In order for a student to receive an “S” grade in this course, students must:

- complete 60 hours in the classroom
- complete all activities with “S” grades

### **POLICIES AND PROCEDURES**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1. The course carries one (1) credit. Students are expected to complete course requirements sufficient to earn one (1) credit during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of S is required in order to continue in the ESE Master’s program.
4. All **written assignments** must follow the directions on the assignment for presentation.

### **UNIVERSITY ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

### **Graduate Practicum Attendance Policy:**

If a practicum student must be absent, s/he must follow the procedures described below:

1. The student will inform the cooperating teacher and university supervisor of the absence as far ahead of time as possible.
2. The student will make sure that the cooperating teacher has all the materials necessary to fulfill his/her teaching responsibilities in his/her absence.
3. An absence from the practicum, regardless of the reason, does not absolve the student from fulfilling all responsibilities, including meeting the minimum of 9 hours per week requirement.
4. The student must make up any time missed each week either the week before the absence or the following week.

The practicum is intended to be an *intensive* school-based learning experience. There are many requirements and many new demands placed on the practicum student. Learning for the student takes place through observation, practice, trial and error, and collaboration. It is critical that all parties, the student, cooperating teacher, and university supervisor, work together to maximize the practicum experience. If conflicts arise during practicum, any member of the team may initiate a problem solving meeting to correct a specific issue.

### **STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. The phone number for the Boca campus SAS Office is: 561-297-3880. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

### **CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [https://www.fau.edu/ctl/4.001 Code of Academic Integrity.pdf](https://www.fau.edu/ctl/4.001%20Code%20of%20Academic%20Integrity.pdf)

### **BIBLIOGRAPHY**

(A partial list of resources used in the development of this course.)

- Allsopp, D.H., Kyger, M.H., & Lovin, L.H. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Boyle, J., & Scanlon, D. (2010). *Methods and strategies for teaching students with mild disabilities: A case-based approach*. Belmont, CA: Wadsworth Publishing.
- Lenz, B.K., & Deshler, D. D. (2004). *Teaching content to all: Evidence based inclusive practices in middle and secondary schools*. Boston, MA: Pearson Education, Inc.
- Miller, S.P. (2009). *Validated practices for teaching students with diverse needs and abilities*. (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Merrill/Pearson Education Inc.
- Minskoff, E. (2005). *Teaching reading to struggling readers*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Rosenberg, M.S., O'Shea, L., & O'Shea, D.J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill/Pearson Education Inc.
- Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson Education Inc.

## APPENDIX A

### GUIDELINES USED IN THE DEVELOP OF THIS COURSE.

**The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.**

### COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

*What every special educator must know: Ethics, standards and guidelines for special educators (6<sup>th</sup> ed.) 2009.* Reston, VA: CEC Publications.

#### ***4. Instructional Strategies***

- cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- gc4S1 Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs
- gc4S6 Modify pace of instruction and provide organizational cues

#### ***5. Learning Environments and Social Interactions***

- cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- cc5S4 Design learning environments that encourage active participation in individual and group activities
- cc5S5 Modify the learning environment to manage behaviors
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- cc5S12 Design and manage daily routines
- gc5S5 Use skills in problem-solving and conflict resolution
- gc5S6 Establish a consistent classroom routine for individuals with exceptional learning needs

#### ***7. Instructional Planning***

- cc7S3 Involve the individual and family in setting instructional goals and monitoring progress
- cc7S7 Integrate affective, social, and life skills with academic curricula
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans
- cc7S12 Uses instructional time effectively.
- cc7S13 Make responsive adjustments to instruction based on continual observations.
- gc7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.

**8. Assessment**

- cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
- cc8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs

**9. Professional and Ethical Practice**

- cc9S8 Use verbal, nonverbal, and written language effectively
- cc9S9 Conduct self-evaluation of instruction
- cc9S11 Reflect on one's practice to improve instruction and guide professional growth

**10. Collaboration**

- cc10S1 Maintain confidential communication about individuals with exceptional learning needs
- cc10S9 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
- cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

**STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL  
STUDENT EDUCATION (ESE)**

- 1.3 Identify required components of Individual Educational Plans, Family Support Plans, & Individual Transition Plans.
- 3.1.1 Analyze assessment information to identify a student's environmental needs & instructional levels, to select appropriate specialized techniques & learning strategies, & to determine IEP content.
- 3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of learning strategies & specialized materials to create an appropriate instructional environment for students with disabilities.
- 3.4 Select relevant general education & special skills curricula appropriate for a given student's age, instructional needs, & functional performance across settings.
- 3.6 Identify effective methods of communication, consultation, & collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, & other professionals as equal members of education teams.
- 3.7 Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior.

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010**

- a.2.a. Quality of Instruction: Learning Environment: Organizes, allocates, and manages the resources of time, space, and attention
- a.2.b. Quality of Instruction: Learning Environment: Manages individual and class behaviors through a well-planned management system

- a.3.g. **Quality of Instruction: Instructional Delivery and Facilitation:** Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- b.1.c. **Continuous Improvement, Responsibility, and Ethics: Professional Improvement:** Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement
- b.1.e. **Continuous Improvement, Responsibility, and Ethics: Professional Improvement:** Implements knowledge and skills learned in professional development in the teaching and learning process.
- b.2. **Continuous Improvement, Responsibility, and Ethics: Professional Responsibility and Ethics:** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession

***FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010***

- D1:S1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- D3:S3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- D3:S3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- D3:S3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.
- D3:S3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.