Contents

INTRODUCTION Preparing All Teachers to Address the Language and Content Needs of English Learners in Mainstream Classrooms 1

PART I EL Infusion from Theory to Practice: The One Plus Model 15

CHAPTER 1 The Characteristics of EL Infusion 17
CHAPTER 2 The Origins and Evolution of the One Plus Model of EL Infusion 29
CHAPTER 3 A Description of the One Plus Model 47
CHAPTER 4 The Process of EL Content Infusion 79
CHAPTER 5 Faculty Development 103

PART II Application of the One Plus Model Across Selected Disciplines 119

CHAPTER 6 Infusing EL Content into Category 1+ Courses: The Learner and Learning Context 121
SAMPLE COURSE 1 Sociocultural Studies in Education 124
Lauren B. Isaac and Richard A. Quantz, Miami University
SAMPLE COURSE 2 Human Development and Learning in Social and Educational Contexts 131
Darrel R. Davis, Miami University
SAMPLE COURSE 3 Parent-Child Relations 138
Judith N. Levin, University of Central Florida
SAMPLE COURSE 4 The Exceptional Student Education (ESE) Learner 142
Kim Stoddard, University of South Florida, St. Petersburg

CHAPTER 7 Infusing EL Content into Category 2+ Courses: Developing and Implementing Curriculum, Instruction, and Assessment 147
SAMPLE COURSE 1 Teaching Strategies and Classroom Management 150
Cynthia J. Hutchinson, University of Central Florida
SAMPLE COURSE 2 Social Studies in the Elementary School 154
William B. Russell III, University of Central Florida
SAMPLE COURSE 3 Middle School Science 158
Nazan U. Bautista, Miami University
SAMPLE COURSE 4 Adolescent Mathematics II 163
Michael Todd Edwards, Suzanne R. Harper, Nicholas Shay, and Jennifer Flory Edwards, Miami University
SAMPLE COURSE 5 ESOL for Physical Education Teachers 167
Keith Folse, University of Central Florida
SAMPLE COURSE 6 Math for All Students 173
Kim Stoddard, University of South Florida, St. Petersburg
CHAPTER 8  Infusing EL Content into Category 3+ Courses: Developing and Implementing Curriculum, Instruction, and Assessment for Language Arts and Literacy  

SAMPLE COURSE 1  Practice and Theory of Teaching Literature in the Secondary Schools  
Donna Niday, Iowa State University  

SAMPLE COURSE 2  Teaching the Reading of Young Adult Literature  
Donna Niday, Iowa State University  

SAMPLE COURSE 3  Foundations of Reading, Language, and Literacy  
Melissa M. Schulz, Miami University  

SAMPLE COURSE 4  Developmental Reading  
Vassiliki I. Zygouris-Coe, University of Central Florida  

CHAPTER 9  School Leaders, Counselors, and Psychologists  
Edwidge Crevecoeur-Bryant, University of Central Florida  

SAMPLE COURSE 1  Advanced Practicum in the Diagnostic-Prescriptive Teaching of Exceptional Children and Youth  
Michael F. Woodin, Miami University  

SAMPLE COURSE 2  Group Procedures and Theories of Counseling  
Leigh DeLorenzi and Glenn W. Lambie, University of Central Florida  

SAMPLE COURSE 3  Organization and Administration of Instructional Programs  
Rosemary T. Taylor, University of Central Florida  

CHAPTER 10  Strengthening the Curriculum by Adding EL-Specific Coursework and Related Field Experiences  
Florin M. Mihai, University of Central Florida, and  
N. Eleni Pappamihiel, University of North Carolina, Wilmington  

SAMPLE FIELD EXPERIENCE PROJECT  English Learner Interlanguage Analysis  

CHAPTER 11  A Culturally Responsive Framework for Evaluating EL-Infused Programs  
Jeanne Ducher, Martha E. Castañeda, and  
Amy Fisher Young, Miami University  

Notes  
Acknowledgments  
About the Editors  
About the Contributors  
Index