

**Course Title:** English Language Learners: Strategies for Elementary Teachers

**Instructors:** Hope Blecher-Sass, Sharon Russell-Fowler, Donna Walker

Tileston

**Length:** 15 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

### **Course Description:**

This course provides daily instructional strategies for working with ELL's provided by a team of experts. Hope Blecher-Sass and Sharon Russell-Fowler provide a series of informational sessions and handouts that can be downloaded for classroom use. Dr. Donna Walker Tileston shifts her focus to language learning, particularly students who come to the classroom with languages other than English as their first language. She provides an overview of the stages of language development. She stresses the importance of recognizing the affects of native language literacy on the pace of a student's acquisition of English as a second language. Additionally, she offers a variety of strategies that teachers can use to help their English Language Learners acquire new vocabulary and develop proficiency with other aspects of language. Her discussions include insights derived from recent brain science on how language learning takes place. She concludes by considering strategies teachers can use to leverage the ways the brain works. Dr. Carol Mowen provides essential understanding for promoting literacy in today's diverse classroom.

### **Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand:
  - a. Strategies that are effective in helping ELL's acquire proficiency in English,
  - b. The definition of ESL, ELL, and LEP, and
  - c. Idioms as reflecting language experiences and cultural understandings.
2. Skills –after this course, a student will be able to develop:
  - a. A variety of computer activities that can be used with ELL's,
  - b. Visual tools for aiding student vocabulary and comprehension, and
  - c. Sports and games that can be incorporated instructional plans.
3. Dispositions –after this course, a student will be able to appreciate:
  - a. Creating alliances with the speech teacher and special education teacher,
  - b. The expanding definition of literacy, and
  - c. How to prepare lessons that involve diverse experiences.

### **Session Topics (8):**

Working With ELLs	Donna Walker Tileston
The A to Z of ELLs: Part 1	Hope Blecher-Sass/Sharon Russell-Fowler
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### **Instructor Overview:**

**Hope Blecher-Sass** has been teaching for more than two decades. She has a BA in Sociology, an MA in Early Childhood Education and is nearing completion of an Ed.D. program in Educational Leadership. She has taught special education, ELL and mainstream students from K-high school. Her work with adults includes co-presenting with Sharon Russell-Fowler at the NJEA Annual Teacher's Convention, as well as authoring five books and numerous articles that have appeared online, in newspapers and in journals. After receiving training from the state department of education as a reading coach, she is currently a literacy coach and a state registered professional development provider.

**Sharon Russell-Fowler** has been teaching for over three decades. She has a B.A. in Elementary Education and Psychology from Rowan University and a M.A. in Language Education from Rutgers University. She has continued her studies with additional courses at Thomas Edison College, Phoenix University, and Kean College. She has taught English as a Second Language for over fifteen years from Kindergarten through college level. She has presented numerous workshops throughout the state of New Jersey, including the NJEA Teacher's Convention, as well as being a co-author with Hope Blecher-Sass. Sharon is presently teaching fifth grade as well as continuing to present additional workshops as a state registered professional development provider.

**Donna Walker Tileston** is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know* won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices* have been on Corwin's best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a

“failing school” and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

### **Methods of Instruction:**

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

**All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.**

**Students must earn a minimum of 70% to pass the course.**

### **Texts (included in program)**

- Study guide provided in the program (200 pages)

### **Assignments**

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

### **Percentage of Course Credit**

- Graded post assessments      70%
- Final Project                      30%

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at participants’ own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

### **Grading criteria/system and evaluation activities:**

A course administrator will be reviewing students’ answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.