

Course Title: English Language Learners: Strategies for Elementary Teachers

Instructors: Hope Blecher-Sass, Sharon Russell-Fowler

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 semester hour

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.

Units:

1. Working with ELLs
2. The A to Z of ELLs: Part 1
3. The A to Z of ELLs: Part 2
4. The A to Z of ELLs: Part 3
5. The A to Z of ELLs: Part 4
6. The A to Z of ELLs: Part 5
7. The A to Z of ELLs: Part 6

8. The A to Z of ELLs: Part 7

Instructor Overviews:

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 5 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:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%

- Final Project

60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (30 points) <u>Requirements of Assignment:</u> -The assignment is substantially incomplete	Basic (40 points) <u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric	Proficient (50 points) <u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment.	Distinguished (60 points) <u>Requirements of Assignment:</u> -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate

	<p><u>Form:</u></p> <ul style="list-style-type: none"> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p><u>Form:</u></p> <ul style="list-style-type: none"> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p><u>Form:</u></p> <ul style="list-style-type: none"> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style. <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p><u>Form:</u></p> <ul style="list-style-type: none"> -No grammatical errors -Eloquent expression -Proper citation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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