

Course Title: English Language Learners: Strategies for Elementary Teachers

Instructors: Hope Blecher-Sass, Sharon Russell-Fowler

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

Course Description:

This course provides ELL and mainstream educators with the tools that facilitate students' language acquisition and guide their learning while simultaneously respecting them as cultural resources for the school community. Literacy is highlighted as the thread that runs throughout the course. Participants will engage in activities that may sensitize them, educate them, and enrich the strategies that they will bring to their schools and classrooms. Activities that promote understanding and literacy such as role-playing, story-telling, and singing songs, using the computer are presented.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. his/her perceptions of a variety of students and how that may impact her/his teaching,
 - b. how ELL techniques and the affective filter can cross the content areas, 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. a plan to link the community to the learning environment.

3. Dispositions –after this course, a student will be able to appreciate
 - a. how to utilize artistic expression as a method for students' to communicate their understandings to others,
 - b. the expanding definition of literacy, and
 - c. how to prepare lessons that involve diverse experiences.

Units:

1. . The A to Z of ELLs: Part 1
2. . The A to Z of ELLs: Part 2
3. . The A to Z of ELLs: Part 3
4. . The A to Z of ELLs: Part 4
5. . The A to Z of ELLs: Part 5

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.

Methods of Instruction:

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

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 65% to pass the course.

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 65% to pass the course.

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

Component	Unsatisfactory (40 points)	Basic (50 points)	Proficient (60 points)	Distinguished (70 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	<u>Short answer quiz:</u> -Participant included some content from the	<u>Short answer quiz:</u> -Participant included appropriate	<u>Short answer quiz:</u> -Participant provided rich detail from the

	<p>course in his or her responses</p> <p>-Participant did not address the questions posed</p>	<p>course, usually appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>content from the course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>content of the course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>
Final	<p>Unsatisfactory (5 points)</p> <p>-Participant included no content from the course in his or her responses</p> <p>-Participant did not address the questions posed</p>	<p>Basic (10 points)</p> <p>-Participant included some content from the course, usually appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>Proficient (20 points)</p> <p>-Participant included appropriate content from the course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>Distinguished (30 points)</p> <p>-Participant provided rich detail from the content of the course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>