

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

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.

Session Topics (5):

• The A to Z of ELLs: Part 1	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 2	Hope Blecher-Sass Sharon Russell-Fowler

• The A to Z of ELLs: Part 3	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 4	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 5	Hope Blecher-Sass Sharon Russell-Fowler

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 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:

Percentage of Course Credit

Methods of instruction will include

- Individual sections (5) (10 hours)
- Pre assessments (5) 5%
- Graded post assessments (5) 20%
- Video lectures (5) 35%
- Polling questions Included in videos
- Study guides (5) (60 to 100 pages)
- Handouts
- Projects 40%

Texts (included in program)

- Study guide provided in the program (100 - 200 pages)

Assignments

- Pre assignments (5)
- Post assignments (5)
- Final Project (1)

Grading:

Grading Requirements include a Lesson Plan and a Guided Reflection.

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.

FINAL EXAM PROJECT: Develop a detailed Lesson Plan and Reflection Guide that assumes you have students at different levels of language acquisition. *Include the following components:

1. Select a standard of learning objective from a specific content area.
2. Develop two or more activities or strategies for ELLs such as role-playing, telling stories, or singing that can be used to address the standard or learning objective.
3. Describe one or more assessment measures that you will use to check for understanding. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

What specific activities or strategies and did you include? Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use.

*A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives. *However, if you are unable to implement your Lesson Plan and Guided Reflection in an actual classroom, please project what anticipated outcomes would be.*