

Course Title: Interactive Learning for English Language Learners Part 2

Instructors: David Noyes, Terri Peckham

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course presents the key components of an effective English Language Development program as well as additional strategies for meeting the unique needs of English Language Learners in today's classroom. Participants are introduced to the use of Multiple Intelligences, formal and informal styles of communication, public and private voice, and their implications for classroom instruction. Participants will review assessment practices specific to English Language Learners and will learn appropriate instructional strategies for each stage of language development. As a result, participants will be better prepared to meet the needs of English Language Learners in their classrooms.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. the characteristics of multiple intelligences,
 - b. how language proficiency and academic standards differ, and
 - c. the forms of student assessment for English Learners.
2. Skills –after this course, a student will be able to develop
 - a. strategies for addressing multiple intelligences in the classroom,
 - b. strategies and activities used with English Learners, and
 - c. vocabulary and concepts for beginning and intermediate English Learners.
3. Dispositions –after this course, a student will appreciate
 - a. the importance of explicit, systematic and consistent ELD instruction,
 - b. the forms of student assessment for English Learners, and
 - c. the importance of observing oral language, reading, and writing of English Learners.

Session Topics (5):

<ul style="list-style-type: none">• Understanding Language Acquisition	Terri Peckham
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<ul style="list-style-type: none"> English Language Development Program 	David Noyes
<ul style="list-style-type: none"> Multiple Intelligences 	David Noyes
<ul style="list-style-type: none"> The Application of Formal Language and Social Context for ELL 	David Noyes
<ul style="list-style-type: none"> Assessment for English Language Learners 	David Noyes

Instructor Overview:

David Noyes is an accomplished bilingual Spanish speaker with a Master’s Degree in Early Childhood Education and Curriculum. David has 16 years of teaching experience. He is an English Language Development and sheltered Instruction Coach and author of *Astronomy Made Fun* and *Oceans Made Fun* (English Learner Support Resources). He is a writer for McGraw Hill’s, *Open Court English Learner Support Guide*. Some of David’s accomplishments as an educator include: Presenter for California Elementary Education Association/Staff Development Resources, Awarded 2006 Outstanding Teacher of the Year by the Long Beach Unified and the Los Angeles County Office of Education for meeting the unique needs of English Learners.

Terri Peckham is the Director of Student Services for ESSDACK. She coordinates and oversees Student Services for their online high school courses, Pleasantview Academy and Turning Point Learning Center charter schools. She also provides curriculum support for the 14 ESSDACK Learning Centers that offer high school completion programs and credit recovery for high school students. Additional services she offers are professional development for ESL instructors and para-professionals along with training in the new Kansas Professional Development regulations as well as Blackboard technical support. She is currently working to develop Project Based Curriculum for implementation into all of these instructional venues. Terri taught English and social studies for 12 years before joining ESSDACK in 2000.

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 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 one or more activities that you will use to leverage multiple intelligences.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.
4. Incorporate activities that allow for students to perform tasks in both public and private discourse (i.e. journals, simulations, dramatic monologues, etc.)
5. 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 strategies did you include to leverage multiple intelligences? 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.

A KDS Rubric is attached which provides grading levels and weights.