

Course Title: Teaching ELLs Across the Curriculum

Instructor: Elizabeth Jiménez

Length: 15 hours

Course Description: Academic success across their subjects is the ultimate goal for ELL students. Study of the foundations of language development and acquisition enables educators to develop appropriate instructional strategies to assess students' knowledge, identify objectives, and develop differentiated practices that address various levels of language proficiency. Research-based pedagogical practices inform presenter Elizabeth Jiménez' roster of approaches and activities that promote comprehension. She also reviews contextual factors that affect achievement in academic pursuits.

Course Objectives:

By the end of the course, participants will know:

- The process of language acquisition
- The stages of language acquisition
- L1 and L2 interdependence
- Differences in social and academic language
- How to evaluate English proficiency for ESL students
- The characteristics of culturally responsive instruction
- How to communicate with families including parent/teacher conferences
- Basic phonology –including phonemes and allophones
- Features of English that may inhibit communication – intonation patterns, pitch, modulation.
- How to utilize contrastive analysis resources in textbooks to plan targeted instruction

- How to use strategies such as L-1 cognates, context clues, word structures, and apposition to determine the meaning of unknown words

By the end of the course, participants will be able to apply the following skills in the classroom:

- Develop lessons using similarities and differences between first- and second-language
- Leverage the skills from L1 to increase comprehension and learning of L2
- Recognize and select context embedded instructional materials for use in the classroom
- Use cognates to make learning more comprehensible
- Build academic vocabulary
- Know which data to use in order to
 - plan for growth and change in ESL student populations
 - set learning goals of ESL students
 - reclassify ESL students to language proficient status
 - plan effective ESL instruction
- Reduce student anxiety level or lower the affective filter to promote learning
- Plan lessons that promote language acquisition as a natural process where speaking and writing skills are facilitated by developing listening and reading skills
- Develop rich, context embedded lessons to facilitate comprehension

Units:

1. Introduction to Teaching English Language Learners and Foundations of Language Acquisition
2. Theories, Models and Processes of Second-Language Acquisition
3. Linguistic Foundations–Receptive (Listening and Reading) Language Structure and Use
4. Linguistic Foundations–Expressive (Speaking and Writing) Language Structure and Use
5. Contrastive Analysis – Why some Elements of English are so Difficult and How to Help English Language Learners Overcome Them
6. Contextual Factors in Second Language Acquisition
7. Assessment of English Language Learners – Roles, Purposes and Types of Assessment
8. Foundations of Programs for English Language Learners – Content Instruction

Elizabeth Jiménez is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English learners and their families. Jiménez earned an MBA from the Peter F. Drucker Graduate Management Center at Claremont Graduate University and a BA in Spanish from CSU, Fullerton. Elizabeth taught English learners for nine years; then, she cut her teeth in politics working in her state legislature on pioneering legislation for English learners. She has taught literacy methods courses in English and in Spanish for college teacher preparation programs.

Jiménez has written over 25 textbooks for Pre-K-12 English learners. Jiménez is a highly sought after keynote speaker, coach, and professional developer, having worked with school districts and charter schools in over 20 states and Puerto Rico. Her many projects include working with the Department of Education in Puerto Rico; Bassett Unified School District; and Riverside, Inyo, Mono, and San Bernardino Counties in California to improve learning outcomes for English learners. She has been a panelist, session speaker, moderator, or keynote speaker for national and local organizations and conferences including NALEO (National Association of Latino Elected and Appointed Officials), Latino Leadership Conference, LAUSD Achieving A+ Summit, Milken Institute Global Conference,

and Puerto Rico TESOL Conference. Her company name, GEMAS means ‘gems’ in Spanish and is made up of the initials of her five children – Gabriela, Eduardo, Maria, Alexandra, and Salvador.

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)	Basic (40 points)	Proficient (50 points)	Distinguished (60 points)
	<u>Requirements of Assignment:</u>	<u>Requirements of Assignment :</u>	<u>Requirements of Assignment:</u>	<u>Requirements of Assignment:</u>
	-The assignment is substantially incomplete	-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	-Participant has fulfilled all the requirements of the assignment.	-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate
	<u>Form:</u>	<u>Form:</u>	<u>Form:</u>	<u>Form:</u>
	- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.	-No grammatical errors -Eloquent expression -Proper citation of sources
	<u>Content:</u>	<u>Content:</u>	<u>Content:</u>	<u>Content:</u>
	-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	-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	-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	-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

		the course content		what they have learned.
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