

Course Title: Teaching ELLs Across the Curriculum: ESL, Sheltered, and Culturally Responsive Instruction

Instructor: Elizabeth Jiménez

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description: How can academic content be delivered in the classroom so that English language learners succeed in all subjects? Ms. Jiménez puts theory into practice by reviewing Cummins' theory of task difficulty (Cummins' Quadrants). Then, through a brief, powerful lesson demonstration, using a language other than English, Jiménez showcases how comprehension is enhanced using sheltered instructional techniques. Participants observe several classrooms where English language learners are engaged in content-based ESL lessons. Jiménez demonstrates through examples the key sheltered instruction strategies and illustrates how to plan for and address task difficulty through sheltered instruction techniques. The presenter discusses and models ESL techniques such as Total Physical Response and literacy techniques such as Language Experience Approach. Jiménez presents the benefits of various instructional supports such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. Educators explore the importance of students' culture, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning. Participants will take the culture quiz by Judie Haynes to appreciate cultural differences and their impact on student behavior in the classroom. The course also showcases expert interviews with EL literacy author Dr. Gil Garcia, Bilingual Education advocate Dr. Maria Quezada, and Dual Language Teacher Cheryl Ortega. The course addresses instructional strategies using assessments for analyzing data, setting goals, differentiating instruction, and monitoring instruction. Through demonstrations, classroom observations, anecdotal examples, and interviews with students and educators, participants learn to apply ELL strategies to their own classrooms in all four domains of language: reading, writing, speaking, and listening.

Course Objectives:

By the end of the course, participants will know:

- Create a language-rich environment that integrates listening, speaking, reading, and writing
- How to design more effective lessons for all students using the concept of "Universal Access" (i.e., building shared background; pre-teaching vocabulary; using L-1 resources; using visuals, illustrations, and graphic organizers; and using individualized technology)
- How to use research based "backwards" lesson planning, curriculum calibration,

and curriculum mapping

- Use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both individual and group accountability, including using grouping as described in "Universal Access."
- Create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in the primary language and English), and offers stimuli for conversations (e.g., through the display and use of content-related objects such as prints, maps, puzzles, and artifacts).
- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.
- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for understanding for ELL students of different English proficiency levels, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).
- How to use implicit and explicit instruction appropriately with regard to error correction and grammar development
- How to accommodate psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance)

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

- Utilize state-mandated standardized assessments to design, monitor, and refine ELL instruction and to identify, place, redesignate, or reclassify ELLs.
- Avoid assessment issues related to reliability, validity, and test bias and their significance for English language learners.
- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English language learners
- Use key procedures in planning sheltered instruction lessons. For example:
 - a) Include language objectives and grade-level content objectives in the lesson.
 - b) Determine task complexity and amount of scaffolding required.
 - c) Select multiple strategies to access and assess students' prior knowledge.
 - d) Identify strategies for creating background knowledge.
 - e) Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, primary-language support, paraphrasing, focus questions).
- Engage in culturally responsive teaching by:
 - a) Gaining cross-cultural skills
 - b) Researching cultural background
 - c) Creating a respectful environment
 - d) Varying teaching strategies (using cooperative learning, independent

- work, role-playing, research options)
- e) Promoting student engagement
- f) Creating inquiry-based, discovery-oriented curriculum
- g) Encouraging communities of learners
- h) Differentiating instruction
- i) Reshaping the curriculum (e.g., substituting for textbooks, interviewing family, etc.)

Session Topics (8):

1. Foundations of Programs for English Language Learners–English Language Literacy
2. Principles of Standards–Based Assessment and Instruction
3. Instructional Planning and Organization for ESL and Sheltered Instruction
4. Components of Effective Instructional Delivery in ESL and Sheltered Instruction
5. The Importance of Culturally and Linguistically Appropriate Instructional Materials
6. What is English Language Development? Research and Practice of ESL
7. What is Sheltered Instruction? Developing Academic Language While Teaching Content
8. Culturally Relevant Instruction–When Teachers and Students Bring Different Cultural Experiences to the Classroom

Instructor Overview:

Elizabeth Jiménez is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English learners and their families. Elizabeth 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.

Elizabeth 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:

Methods of instruction will include

- Individual sections (8)
- Video lectures (8) (15 hours)
- PowerPoint presentations (8) (60 to 100 pages)
- Transcripts and handouts (100 pages)
- Interactive study guide sessions (8)
- Graded post assessments (8)
- Final exam or project

Texts (included in program)

- Transcripts, handouts, and PowerPoint presentations (200 pages)

Assignments

- Interactive study guide Q&A sessions (8)
- Post assessment Q&A sessions (8)
- Final exam or project (1)

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 70% to pass the course.

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students’ answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.

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.