

Course Title: Teaching ELLs Across the Curriculum**Instructor:** Elizabeth Jiménez**Length:** 15 hours

Course Description: ELL students' comprehension can be enhanced via sheltered instructional techniques, modeled here by presenter Elizabeth Jiménez. She demonstrates the approach's key strategies and illustrates how to plan for and address task difficulty. Educators study other ESL techniques, as well as how to engage instructional supports such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals. They also explore the effects on learning of students' culture, family, and community. Interviews with students and educators illustrate how these techniques affect student achievement in all four domains of language: reading, writing, speaking, and listening.

Course Objectives:

By the end of the course, participants will know how to:

- 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)

Units:

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

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>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>
	-Participant included no content from the course in his or her responses	-Participant included some content from the course, usually appropriate, in his or her responses	-Participant included appropriate content from the course in his or her responses	-Participant provided rich detail from the content of the course in his or her responses
	-Participant did not address the questions posed	-Participant answered the questions directly,	-Participant made thoughtful comments in direct	-Participant made his or her responses to the

		not always fully	response to the questions	questions personally meaningful
Final	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-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</p>	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <p>-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</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-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</p>	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-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,</p>	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-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</p>

		activities and/or assessments only vaguely apply to the course content	activities, and/or assessments	opportunities for students to authentically show what they have learned.
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